Abstract

A serious problem of lexical ambiguity is noticed through the writings of Saudi students during translation process, which is shown by high range of wrong choices of French lexical items when the target language in the translation process is French, and the source language is Arabic. This is because the French linguistic system offers a variety of items as possible correspondents of one polysemic item in the source language. The other track is envisaged in this study when the target language (Arabic) offers a variety of items employed in distinct contexts. Afterwards the two tracks will be compared. The study focuses on the problem of the transition from the stage of correspondents, generally the translations of a polysemic item, to the stage of equivalents. In other words when effective equivalents on the level of texts that refer to discursive realizations become actualized in contexts. The study concludes by suggesting a sort of methodology in teaching practical translation centered on the semantic analogies for which source language offers polysemic correspondents. Those analogies impact the student choices of lexical items, and even direct their perception of the target language vocabulary.